



English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment
Integrating Supports for English Learners into ELA Teaching and Learning

Grade Level: Grades 2-3

Strategy: Focus:	CLOSE READING COMPREHENSION
ELA Standard:	LA 1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
ELA Indicator (by grade):	LA 2/3.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.
ELP Corresponding Standard(s):	2-3.6 Analyze and critique the arguments of others orally and in writing 2-3.4 Construct grade- appropriate oral and written claims and support them with reasoning and evidence
Objective/Learning Target:	I can determine the author’s purpose for writing a text to help evaluate the meaning of text.
Time Required:	20-30 minutes
Materials Needed:	1. Content-specific reading passages 2. Highlighters or colored pencils 3. Whole class viewing device. 4. Create an anchor chart (poster) with close reading steps.
Strategy Overview and Rationale:	“Close reading is a careful and purposeful rereading of a text. IT’s an encounter with text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us.” (Douglas Fisher) Close reading is a strategy that will support students in developing critical reading skills.
Step-By-Step	1. The teacher models the process of close reading with a short

<p>Instructions*:</p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>passage. (Can show this video to whole class: Close Reading of Nonfiction on Teachertube at: http://www.teachertube.com/video/close-reading-non-fiction-327829)</p> <p>While modeling, complete the following steps:</p> <ol style="list-style-type: none"> a. Read the text (read with a pencil and record unknown words) b. Discuss key points of the reading. What does the text say? c. Reread the text for a deeper purpose (annotate**, ??, I think, I'm confused, This is important...) d. Be specific about what you are looking for and why. Conduct think-alouds as you reread the text. e. Write about the text (provide evidence to support ideas). Be sure to refer back to the initial question and pull out language from the question to write your answer. <ol style="list-style-type: none"> 2. The students practice close reading as a whole class. 3. The students work with a partner to do close reading. 4. The students do close reading independently. 		
<p>Leveled Supports for English Learners</p>	<p>Emerging</p> <ul style="list-style-type: none"> • Provide multiple opportunities for students to read the passage. • Read passage aloud for student. • Incorporate a shared/ choral/ CLOZE read. • Ask students to provide opinion and identify the evidence in the text by pointing to pictures and/or text. • Identify the author's purpose by selecting an answer from several options. 	<p>Progressing</p> <ul style="list-style-type: none"> • Provide multiple opportunities for students to read the passage. • Read passage aloud. • Incorporate a shared/ choral/ CLOZE read. • Provide opportunities for students to stop and reflect/discuss their thinking before writing their response. • Construct a response and provide one piece of evidence to support author's purpose using a 	<p>Nearly Proficient</p> <ul style="list-style-type: none"> • Provide a word bank with appropriate author's purpose vocabulary (i.e., explain, entertain, inform).

		<p>sentence frame.</p> <ul style="list-style-type: none"> Identify the author's purpose by selecting an answer from several options. 	
Resources:	<p>Fisher and Frey, Literacy for Life at https://fisherandfrey.com/</p> <p>Douglas Fisher at http://mheccsstoolbox-blog.tumblr.com/post/32335711597/what-is-close-reading</p>		
Meta Tagging:	Close reading, Comprehension		

*This lesson has been contextualized for students in this grade band.